

**IMPROVING STUDENTS' READING COMPREHENSION OF  
EIGHT GRADE JUNIOR HIGH SCHOOL BY USING GTM  
(GRAMMAR TRANSLATION METHOD)**

**RESEARCH PAPER**

Submitted to the English Education Study Program Language and Arts  
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## APPROVAL SHEET

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## ABSTRACT

The objective of this paper is “Improving Reading Comprehension students’ of Eight Grade Junior High School by Using Grammar Translation Method” was to find out whether or not teaching reading using grammar translation method was effective to improve the students’ reading comprehension. The research applied one group pretest-posttest design and quantitative method. The instruments of the research were pretest and posttest. The population this research was 30 of the eight grade students’ of SMP 2 Ngamprah in academic years 2016-2017 and the sample were the entire 30 population. The data of this research were collected by giving the pretest-posttest to the students’ same. And, the collected data were analyzed by using  $t$ -test formula. The result of data analysis showed that: the mean score of pretest was 57.66, the mean score of posttest was 76.83, the  $t$ -observed 20.70, the  $t$ -table with  $df$  29 and significance level at 5% was 1.699. Based on the data analysis the researcher concluded the alternative hypothesis was accepted because the  $t$ -obs was higher than  $t$ -table ( $20.70 > 1.699$ ). It also mean the Grammar Translation Method can improve the student’s reading comprehension ability.

Keyword: Grammar translation method, reading comprehension

## PREFACE

With praise and thanksgiving to the presence of Allah SWT, who has given His grace and guidance so that the researcher completes this paper entitled **“IMPROVING STUDENTS’ READING COMPREHENSION OF EIGHT GRADE JUNIOR HIGH SCHOOL BY USING GTM (GRAMMAR TRANSLATION METHOD)”**. This paper is submitted to the English Department of STKIP Siliwangi Bandung in partial fulfillment of the requirement for taking the final examination.

After making a great effort, the researcher finally completed his research paper. However, he realizes that there are still many shortcomings in this paper. Therefore he welcomes the objective criticism and constructive suggestion or the improvement of this paper.

Finally, the researcher hopes that this paper will be useful not only for him but also for the readers.

Cimahi, May 2017

The researcher

## STATEMENT

I hereby certify that this research entitled “Improving Students’ Reading Comprehension of Eight Grade junior High School by Using GTM (Grammar Translation Method)” is submitted in partial fulfillment of the requirement of *Sarjana Pendidikan* Degree is my own work, except where due references are made in the text and contains no material which has been submitted for the award of any other Degree of Diploma in any University of institution. I am fully aware that I have cited some statements and ideas from many sources and all of citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, May 2017

The researcher

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Cimahi, May 2017

The researcher

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# CHAPTER I

## INTRODUCTION

This chapter describes background of the research, research questions, and hypothesis, objectives of the research, limitation of the problem, benefits of the research, and organizational of the research paper.

### A. Background of the Research

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. According Jeremy Harmer (1989: 16) “listening and reading involve receiving message, so they are regarded as receptive skills”.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. So, when people talk about reading. It might be automatically

related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

According Linse (2005: 69) defines about reading:

Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, the readers must be able to decode (sound out) the printed words and also comprehend what they read. Knowing how to read words has ultimately little value if students are unable to construct meaning from the text.

Harris & Hodges (1995) Mentioned to support definition of reading is “that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person’s prior knowledge and experience”.

However Dutcher (1990) also mentioned, explanation about reading is “the process through which the dynamic interaction of the reader’s background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning”.

The importance of background knowledge in reading has been demonstrated in a program of study and research termed schema theory Anderson & Pearson (1984); Rumelhart (1980):

Comprehension is not only a bottom-up process driven by sensory input of letters, words, and text; it is also a top-down process in which the reader brings his or her own knowledge on a topic and problem-solving skills to the task of making meaning from text.

According Adams & Bertram (1980; Durkin, 1981; Pearson et al., 1979):

Many studies have demonstrated that readers’ background knowledge profoundly affects how well they comprehend what they read. Moreover, background knowledge is particularly important for inferential

comprehension, which involves constructing understandings of information that is not directly stated in the passage but implied.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Talking about reading activities, there are some techniques that can be used by the English teachers. Absolutely, every teacher should choose the appropriate one to reach their goals.

If the teacher wants to actively engage the students in the students in learning activities, it will take more time to do it. According to Diane Larsen-Freeman (2000: 39) “good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message”.

According explanation above, it means that teachers must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. The strategy its self should be adjusted with the condition of the class and the ability of the students. The strategy used by English teachers in teaching reading is grammar translation method. This method used in nineteenth century to teach English as foreign language, this method is based on the goal of grammatical competence, to achieve the goal this method has several characteristic and technique those will be used in its implementation.

Researchers have conducted some methods in teaching that can be used by teachers for effectiveness of teaching reading. Always develop the method depend on situation and the development of technology, for centuries, there were few of any theoretical foundation of language are: Grammar translation method, direct method, audio lingual method, total physical response, silent way, and suggestopedia. Brown (2001: 18) Mentioned historical about Classical method “ In western, foreign language (Greek) was taught by Classical method that focuses on grammatical rules, translation of text, memorization of vocabulary and various declensions and conjugation and doing written exercises”.

In the nineteenth century the Classical method came to be known as grammar translation method (GTM). Larsen-Freeman (2000: 11) mentioned about that:

This method was used for the purpose of helping students read and appreciate foreign literature and hoped that the student would become familiar with the grammar of their native language through the study of the grammar of the target language and that familiarity would help them speak and write better in their native language.

Also Richard (2006: 3) explains about grammar translation method:

A method that based on the target of grammatical competence that focuses on the grammar as a basic of a language. It is mentioned that grammatical competence refers to the knowledge grammar that account of ability in producing a sentence.

The researcher is very interested to know how the researcher can deliver grammar translation method to eight grade of junior high school. In his study, researcher observes how the students mastery of grammar in reading English

language. The researcher thinks how far student mastery vocabulary in junior high school as long as they learning English language.

Applying this method will be valuable for the teacher to teaching reading and the best result for the students when learning it because grammar translation method give the student instruction by used mother tongue then directly translate into the target language and or from target language into mother tongue.

From the above explanation the researcher wants to compile a research paper entitled” Improving Reading Comprehension Student on Eight Grade Junior High School by Using GTM (Grammar Translation Method)”.

## **B. Research Question**

Does grammar translation method improve students reading Comprehension?

## **C. Objective of the Research**

The objective of this research is to identify if grammar translation method can improve student’s reading comprehension.

## **9. Hypotheses**

According to Lundberg, a hypothesis is a tentative generalization, the validity of which remains to be tested. In the most elementary stage, the hypothesis may be any hunch guess, imaginative idea which becomes the basis for action for or investigation. There are two types of hypothesis: Research

hypothesis/Alternate hypothesis and the Null hypothesis: This is called working hypothesis or specific hypothesis. Any hypothesis which is complementary to the null hypothesis is called an alternative hypothesis and is usually denoted by H1. Such hypotheses are the statement about reality of thing and their realities are derived from theories and these pertain to social phenomena. The hypotheses of this study are:

The null hypotheses: teaching reading using grammar translation method is not effective to improve student's reading comprehension.

The alternative hypotheses: teaching reading using grammar translation method is effective to improve student's reading comprehension.

### **3. Limitation of the Problem**

In order to make the study easier and more appropriate, the researcher should decide the limitation of the study. Since the study of grammar is too complex. The researcher decides the limitation of the method. Using Grammar Translation Method means teaching grammar by using student mother language. Moreover, the result of the study will only be applied to the eight grade junior high school.

### **4. Benefits**

This research has benefits for several parties, first benefit is for teachers, second is for students, and the last benefit is for further researcher.

Target language explained faster with GTM. The translation process is one of the best ways to describe a word or phrase from one language to another. Teachers and students easily communicate because the use of foreign languages is reduced.

Students easily understand the rules because they focus on grammar. Students who are taught by the GTM method usually have the ability to translate a text. This is because they have an advantage in understanding tenses.

The result of this study is expected to be used as consideration or preview for the next researcher in doing the same field of the study

#### **e. Definition of Key Terms**

Dutcher (1990) explanation about reading is the process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning.

Anderson & Pearson (1984; Rumelhart, 1980) mentioned Comprehension it is not only a bottom-up process driven by sensory input of letters, words, and text; it is also a top-down process in which the reader brings his or her own knowledge on a topic and problem-solving skills to the task of making meaning from text.

Larsen-Freeman (2000: 11) mentioned Grammar translation method (GTM). This method was used for the purpose of helping students read and

appreciate foreign literature and hoped that the student would become familiar with the grammar of their native language through the study of the grammar of the target language and that familiarity would help them speak and write better in their native language.

#### **H. Organization of the Research Paper**

This final project has been organized from the first chapter to the last chapter.

These are the organization of the report.

##### **Chapter one: Introduction**

This chapter describes background of the research, research questions, and hypothesis, objectives of the research, limitation of the problem, benefits of the research, and organizational of the research paper.

##### **Chapter two: Literature Review and theoretical framework**

This chapter contains literature review and theoretical framework. Literature review is made to find the gaps from the previous studies and to find the differences between those studies and this project. Theoretical framework explains some theories that support this research.

##### **Chapter three: Research Methodology**

This chapter explains the procedures that are used in doing the research.

##### **Chapter four: Result and Discussion**

This chapter discusses the results of the research.

## Chapter five: Conclusions and Suggestions

This chapter concludes the result of the research and the recommendations for further research in doing the same field of the study.

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